



# INTERNATIONAL JOURNAL OF ADVANCE RESEARCH, IDEAS AND INNOVATIONS IN TECHNOLOGY

ISSN: 2454-132X

Impact factor: 4.295

(Volume 4, Issue 6)

Available online at: [www.ijariit.com](http://www.ijariit.com)

## Job satisfaction of secondary school teachers

Abdul Rahim

[towardsrightpath@yahoo.co.in](mailto:towardsrightpath@yahoo.co.in)

Krishna University, Machilipatnam, Andhra Pradesh

Dr. G. Bhuwaneswara Lakshmi

[blakshmidan@gmail.com](mailto:blakshmidan@gmail.com)

University of Hyderabad, Hyderabad, Telangana

### ABSTRACT

*Teachers always play a vital role in the development of the society and the nation at large. They are accorded recognition due to their manipulative skills in igniting the inherent talents of the children. The successful running of any educational system depends mainly upon the teacher, the pupil, the curriculum, and the available facilities. Out of these, the teacher is the most important one and is the pivot on whom the entire educational structure rests. Teachers, who are happy with their job, find satisfaction in their lives and hence play a vital role in the process of strengthening the society they belong (Lavingia, 1974). Hence, job satisfaction of teachers is not only important for themselves, but also for the students and as well as the institution and the society they belong. Based on this, a study is conducted by taking a sample of 100 teachers working in different secondary schools of English medium and Telugu medium belonging to Anantapur district of Andhra Pradesh were taken to investigate the problem. Job Descriptive Index developed by Hulin, Kendall, and Smith (1969) was used to measure Job Satisfaction. Data were analyzed using mean, S.D, t-test and F-ratio. The results revealed that: 1. there is no significant difference in the job satisfaction of secondary school teachers belonging to various monthly income groups and 2. There is no significant difference in the job satisfaction of secondary school teachers belonging to a different medium of instructions.*

**Keywords**— Teacher, Job satisfaction of teachers, secondary school teachers

### 1. INTRODUCTION

Teachers always play a vital role in the development of society and the nation at large. Teaching is a noble profession and also an interactive process. Teacher's behaviour in the classroom has a significant impact on their students. Therefore much emphasis is placed on recruitment of teachers through various screening tests.

Teachers are accorded recognition due to their manipulative skills in igniting the inherent talents of the children. Hence, NCTE (1998) put emphasis on teacher education because of the fact that only enlightened and emancipated teachers can lead communities and nations in the march towards a better and higher quality of life of the individuals. This has been clear from the reviews related to teachers. The successful running of any educational system depends mainly upon the teacher, the pupil, the curriculum, and the available facilities. Out of these, the teacher is the most important one and is the pivot on whom the entire educational structure rests.

### 2. CONCEPT OF JOB SATISFACTION

Job satisfaction is a pleasurable or positive emotional state resulting from the appraisal of one's job or job experiences (Locke, 1976). Teachers who are happy with their job find satisfaction in their life and hence plays a vital role in the process of strengthening the society they belong (Lavingia, 1974). Hence, job satisfaction of teachers is not only important for the teachers, but it is also important to the students and as well as the institution and the society they belong.

### 3. NEED OF THE STUDY

Generally, in any job, satisfaction is required for the person to perform well in that profession. As teachers are national builders and their contribution to the development of society and nation as a whole is effective and as well as the students depend largely on their teachers to gain knowledge, so the investigator after reviewing the literature related to the topic, proposes to study the job satisfaction level of secondary school teachers belonging to different income group and different medium of instruction.

### 4. OBJECTIVES OF THE STUDY

- To study the impact of the medium of instruction of the school on job satisfaction of secondary school teachers.
- To study the impact of monthly income on the job satisfaction of secondary school teachers.

## 5. HYPOTHESES OF THE STUDY

- There is no significant difference in the job satisfaction of secondary school teachers belonging to a different medium of instructions.
- There is no significant difference in the job satisfaction of secondary school teachers belonging to various monthly income groups.

## 6. LIMITATIONS OF THE STUDY

The study is limited to find the impact of monthly income and medium of instruction on job satisfaction of secondary school teachers working in Anantapur district of Andhra Pradesh.

## 7. METHODOLOGY

### 7.1 Sample

The investigator used the purposive sampling method for the present study. A sample of 100 teachers working in different secondary schools of both mediums i.e. English and Telugu belonging to Anantapur district of Andhra Pradesh was taken to investigate the problem.

### 7.2 Research tool

Job Descriptive Index developed by Hulin, Kendall, and Smith (1969) was used to measure Job Satisfaction.

### 7.3 Administration of the tool

The Job Descriptive Index tool was given to the teachers participated in the study with brief instructions to fill the responses.

### 7.4 Statistical techniques

The data were analyzed using both descriptive and as well as inferential statistics. Mean, standard deviation, and t-test and F-ratio were employed to analyze the collected data.

## 8. ANALYSIS AND INTERPRETATION OF DATA

**Table 1: Comparison of English as a medium of instruction and Telugu as a medium of instruction group teachers job satisfaction scores**

S. no.	Medium of Instruction	N	Mean	S.D.	t-value	Result
1	English	50	45.98	9.04	1.65	N.S at 0.05 level
2	Telugu	50	42.76	10.48		

From the above table 1, it can be understood that the calculated t-value is 1.65 which is less than the critical value 1.6606 at 5% level of significance. Hence the null hypothesis “there is no significant difference in the job satisfaction of secondary school teachers belonging to a different medium of instructions” is accepted.

**Table 2: Mean and standard deviations of Job Satisfaction scores of secondary school teachers having different salaries**

S. no.	Teachers Monthly Income	N	Mean	S.D.
1	Less than Rs. 20,000	28	41.21	11.41
2	Rs. 20,001- 30,000	32	47	8.56
3	Rs. 30,001 - above	40	44.05	8.86

**Table 3: One-way ANNOVA on job satisfaction scores of teachers belonging to different salary groups**

S. no.	Salaries	Sum of squares	df	Mean Squares	F-ratio	Result
1	Between groups	501.36	2	250.69	2.69	N.S at 0.05 level
2	Within groups	9020.64	97	92.99		
Total		9522.00	99			

From the above table 3, it can be understood that the obtained value 2.69 is less than the critical value 3.09 at 5% significance level. Hence the null hypothesis “there is no significant difference in the job satisfaction of secondary school teachers belonging to various monthly income groups” is accepted.

## 9. FINDINGS

After analyzing the data, the following conclusions are drawn.

There is no significant difference in the job satisfaction of secondary school teachers belonging to various monthly income groups and there is no significant difference in the job satisfaction of secondary school teachers belonging to a different medium of instructions.

## 10. CONCLUSION

In conclusion, it is to be reported that job satisfaction of teachers did not depend on the emoluments that they receive from the organization or in which medium they used to give instructions related to the content. These are the desirable and invited findings of the present study. Other studies may be conducted to know the factors influencing the job satisfaction of the teachers in relation to some other variables.

## **11. REFERENCES**

- [1] Babu, D.R. (2014). Job Satisfaction among teacher educators in the Telangana region of A.P. *Edutracks*, 13(6), 39-43.
- [2] Best, J.W., and Kahn, J.V. (2007). *Research in Education* (9<sup>th</sup> ed.) New Delhi: Printice Hall of India Private Limited.
- [3] Garrett, H.E. (1965). *Statistics in Psychology and Education* (3<sup>rd</sup> ed.). Delhi: Surjeet Publications.
- [4] Kapa, R., and Gimbert, B. (2018). Job satisfaction, school rule enforcement, and teacher victimization. *School Effectiveness and School Improvement*, 29(1), 150-168.
- [5] National Council for Teacher Education. (2009). National Curriculum Framework for Teacher Education. Retrieved from [http://ncte-india.org/ncte\\_new/pdf/NCFTE\\_2010.pdf](http://ncte-india.org/ncte_new/pdf/NCFTE_2010.pdf)
- [6] Rao, N. V., and Kumari, K.V. (2016). Factors Affecting Job Satisfaction of Secondary School Teachers. *Edutracks*, 15(12), 46-47.
- [7] Rokade, M.K. (2014). Job Satisfaction of Female Teachers Working in Junior Colleges. *Edutracks*, 13(8), 31-34.
- [8] Smith, P.C., Kendall, L.M., & Hulin, C.L. (1969). *The measurement of satisfaction in work and retirement*. Chicago: Rand McNally and Company.